

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Intro to Psychology

**Tell Us about Empirical Research (Q2)**

STEP 1: **Find an empirical study.**  Your empirical study should be the actual report created by the people who actually did the research. Do not just use a secondary source reporting about this other person’s/people’s work.

* **To Find an Empirical Study:** Go to this webpage: <http://psychtastic.com/2015/02/list-of-psychology-open-access-journals/> to find a list of credible, peer-edited open-access psychology journals. Look for journal titles that interest you, and then look for an empirical study within that journal that interests you. IT WILL TAKE TIME! Give yourself time to browse and identify something interesting to you.

STEP 2: **Read and annotate the empirical study. –*SUBMIT A HARD COPY ON THE DAY OF YOUR PRESENTATION.***

STEP 3: **Prepare a presentation to tell the class about your empirical study.** Your presentation should have 6-8 slides, and they should cover the following things:

1. Identify who did the study and in what year it was done!
2. Identify the AIM of the study—what exactly were researchers seeking to find out? What was there research question? What lens of psychology (biological, cognitive, socio-cultural) relates to this study?
3. Describe the METHODS of the study—this should include details about the sample and details about how the researchers went about collecting data.
4. Explain the FINDINGS/RESULTS of the study. How are these findings relevant to our lives?
5. Evaluate the STRENGTHS and WEAKNESSES of the study.

STEP 4: **Present your presentation to the class.** Keep your presentation between 4-6 minutes. Email/share your slides with Ms. Barroso by 8am on the day of your presentation. If you forget to do so, it will be a 5 point deduction.

\*If you miss your presentation date or essay submission, you have one week to make-up the presentation. Otherwise, it is a zero for a project grade.

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| **Nov 8** | Nick, Zander | **Dec 6** | Kayla P., Elayna, JJ |
| **Nov 15** | Layla, James | **Dec 13** | Robbie, Lydia |
| **Nov 21 (Tue)** | Assata, Kenny, Daud | **Dec 19 (Tue)** | Natasha, Jonathan |
| **Nov 29** | Destiny, Kayla B., Anthony | **Jan 10** | Isaiah, Kari |

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|  | **5** | **4** | **3-2** | **1-0** |
| **Quality of Slides: Information** | The slides address all of the following with clarity and detail:  -the authors and AIM of study  -the METHODS of the study  -the RESULTS of the study & their relevance  -the strengths/weaknesses of the study  -all information is neatly presented, grammatically correct, AND effectively presented | The slides address all of the following, but either more detail or more precision is needed:  -who, what, where, when, why, and how about the current event.  -the connection to history class  -the sources, including a Works Cited page  -all information is neatly presented, grammatically correct, AND effectively presented | The slides address all but 1-2 of the following:  -who, what, where, when, why, and how about the current event.  -the connection to history class  -the sources, including a Works Cited page  -all information is neatly presented, grammatically correct, AND effectively presented | The slides are missing large pieces of information related to:  -who, what, where, when, why, and how about the current event.  -the connection to history class  -the sources, including a Works Cited page |
| **Quality of Slides: Images** |  | All factors are present:  -Each slide has an image  -All images are **thoughtfully** chosen  -When necessary, the student explains the image(s). | The slides include some images, though it would be helpful to have more images, or, to have images that more effectively enhance the presentation. | There are few to no images in the slides. |
| **Eye Contact** |  | The student makes sustained eye contact with the entire audience. | The student looks up from time to time at the audience. | The student reads from his/her paper or looks down for the majority of the presentation. |
| **Preparation & Enthusiasm** |  | All of these factors are present:  -The student is calm and humbly confident.  **-The student shows true enthusiasm during the presentation, and it’s interesting!**  **-I, the listener, fully comprehend the presentation** | Two of these factors are present:  -The student is calm and humbly confident.  -The student shows true enthusiasm during the presentation, and it’s interesting!  **-I, the listener, fully comprehend the presentation** | One or less is present:  -The student is calm and humbly confident.  -The student shows true enthusiasm during the presentation, and it’s interesting!  **-I, the listener, fully comprehend the presentation** |
| **Posture & Voice** |  |  | Both of these factors are present:  -Student stands straight and refrains from fidgeting  -Student speaks loudly and clearly. | One or less of these is present:  -Student stands straight and refrains from fidgeting  -Student speaks loudly and clearly. |
| **Question-Answering** |  |  | Both factors are present:  -The student is polite to classmates asking questions  -The student adequately & accurately answers questions. | One or less is present:  -The student is polite to classmates asking questions  -The student adequately & accurately answers questions. |
| **Copy of Empirical Study** |  |  | The student has a hard copy of the empirical study to submit. (2 points possible) | The study does not have a hard copy of the empirical study to submit. |